

Narratives

Executive Summary

Experience Corps proposes to engage older adults to serve as tutors and mentors to students in grades K-3 who are struggling to read. Our goal is to increase academic performance, giving our youngest students the tools they need to be successful in school and their communities. AmeriCorps members' efforts, combined with the service of leveraged volunteers, will benefit over 8,700 children each year in more than 100 high-need schools. In one year, members and volunteers will provide more than 350,000 hours of service to children and schools, nearly one million hours of service over three years.

Rationale and Approach

a) Problem: There is consensus across the education community that it is critically important for children to read at grade level by the end of third grade. Research has demonstrated the correlation between a student's reading ability at this juncture and his or her subsequent academic success. According to The National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school." In 2010, The Annie E. Casey Foundation released the report *Early Warning: Why Reading by the End of Third Grade Matters*. It documents the millions of American children who reach fourth grade without learning to read, a phenomenon most pronounced among low-income children in high-need schools. The report describes effective methods for building early reading proficiency, including providing children with high quality learning opportunities.

Despite our nation's efforts to build reading skills, the need for effective early reading intervention persists. Between 2007 and 2009, the National Assessment of Educational Progress (NAEP) Grade 4 reading scores across the country remained unchanged. In many of the communities served by Experience Corps, students performed well below the national average. The Casey Foundation report asserts: "If current trends hold true, 6.6 million low income children will be at increased risk of failing

Narratives

to graduate from high school on time because they won't meet NAEP proficiency in reading by the end of third grade."

Independent research has proven that Experience Corps's approach improves reading skills, increases attendance, and helps create a positive school climate, while enhancing the lives of older Americans. In 2009, Washington University in St. Louis, with Mathematica Policy Research, released its evaluation measuring the one-year effect of the Experience Corps 1:1 tutoring on specific literacy skills for first through third grade students. The evaluation is one of the largest studies of a community-based tutoring program conducted in the last ten years. In 2010, the U.S. Department of Education's What Works Clearinghouse recognized the study as "consistent with What Works Clearinghouse evidence standards," and as a "well-implemented randomized controlled trial." The study showed that Experience Corps works for all students. Twenty-five percent of the students studied spoke English as a second language and half of them tested at or below the 16th percentile (nationwide) in reading. Findings from the study revealed that in a single school year, students with Experience Corps tutors made over 60% more progress in learning two critical reading skills than similar students not served by the program, including statistically greater gains over the academic year on reading comprehension and sounding out new words. Experience Corps tutors delivered similarly significant results for students regardless of gender, ethnicity, grade, classroom behavior or English proficiency. Experience Corps has also been evaluated by Johns Hopkins University, Public/Private Ventures, American Institutes for Research, and Policy Studies Associates.

Using our proven model, Experience Corps's proposed AmeriCorps program will serve high-need elementary schools in thirteen Local Education Agencies (LEAs) across the country: Baltimore, the Bay Area (San Francisco, Oakland, and San Rafael), Boston, Minneapolis/St. Paul, Philadelphia, Portland (OR), Tucson (Tucson, Flowing Wells, and Sunnyside), and Washington, DC. The target schools serve a significant number of students from underserved populations and face many

Narratives

challenges including overcrowded classrooms, test scores and literacy proficiency rates that are below state standards, failure to meet No Child Left Behind benchmarks, and high levels of poverty.

Test Scores and Literacy Proficiency Rates:

Experience Corps's subgrantees will implement the AmeriCorps program in schools whose students show the highest levels of need for academic support. Among the LEAs in which our program will be implemented, students failed to demonstrate proficiency on standardized reading exams at rates well below the state or LEA average, particularly among racial and socio-economic subgroups:

*In Boston, 63% of third graders received a score of "warning/failing" or "needs improvement" on the 2010 Massachusetts Comprehensive Assessment System, including 75% of African American and Latino students.

*In Philadelphia, only 32% of fourth grade students scored proficient in reading on the 2009 PSSA examination.

*In Minneapolis/St. Paul, 54% of 3rd graders achieved proficiency on the 2009 MCA-II test compared to the statewide average of 76.2. Further, only 35 to 47% of minority third graders are reading at or above proficiency compared to nearly 86% of white students.

*In Oakland, 37% of third graders scored below or far below basic and in San Francisco 26% of third graders scored below or far below basic on the 2009 California Standards Test.

*In Tucson, our affiliate serves three LEAs where 33 to 40% of third graders are reading below the proficient level.

*In Washington, DC, 4th graders led the nation in the growth of NAEP reading scores in 2010, however 56% of 4th graders still scored below basic.

*In Baltimore 58% of 4th graders performed below basic on the 2009 NAEP; African American students scored, on average, 20 points lower than their white counterparts.

*In Portland, OR student performance on third grade reading standards is well below the state

Narratives

average in 75% of the schools served by our affiliate.

Poverty:

A wide body of research has established the connection between poverty and poor literacy skills. The average child living below the poverty line has limited access to parental time and attention and to pro-literacy materials and activities including games, learning toys, and books. As a result, they often enter school with a vocabulary of only 5,000 words. By comparison, children who grow up in a language-rich environment enter school with a vocabulary of 20,000 words. Experience Corps's AmeriCorps subgrantees serve schools with significant numbers of low-income children. In Philadelphia, a University of Pennsylvania study found that 70% of third graders live in poverty. In the three LEAs served by our Tucson subgrantee, the percentage of 3rd graders that are economically disadvantaged is 67%, 69%, and 88%. In Greater Boston, over 75% of students come from low-income households.

Classrooms:

Research indicates that students learn better in smaller classrooms with more individualized attention. The Casey Foundation report on third grade reading recommends that academic classrooms be limited to 15 students with at least two adults. Several other studies have documented positive trends in achievement as a result of lowering class size including: gains associated with small classes generally appear when the class size is reduced to less than 20 students; gains associated with small classes are stronger for the early grades; and gains are stronger for students who come from groups that are traditionally disadvantaged in education including minorities and immigrants. An increasing number of LEAs are facing budget cuts, resulting in overcrowded classrooms with teacher-student ratios well above the recommended level. The Washington University evaluation showed that students with Experience Corps tutors get a boost in reading skills equivalent to the improvement they would show from being assigned to a classroom with 40% fewer children. Teachers welcome Experience

Narratives

Corps, overwhelmingly rate the program as beneficial to students, and report that it represents little or no burden to them.

Truancy:

It is well understood that success in elementary school is closely linked to attendance patterns.

Children cannot learn if they are not in school. According to the Educational Resources Information Center (ERIC.gov), students who are frequently absent from school are at greater risk for academic failure and eventually dropping out of school. In Oakland, the chronic truancy rate is 8.1% across the LEA and is as high as 28% in the schools served by our subgrantee. In Boston, the average student misses more than 14 days of school. The Experience Corps AmeriCorps program helps reduce truancy by providing students with an older adult who mentors and supports each student's progress and can help to encourage improved attendance.

Long-Term Risks and Benefits:

Failure to achieve reading proficiency by the third grade presents long-term risks both for the individual and for the greater societal good. We know that students who struggle to meet this benchmark are less likely to graduate from high school and, according to the Annie E. Casey Foundation, that each student who fails to complete high school "costs our society an estimated \$260,000 in lost earning, taxes, and productivity." Cost-effective investments in students' early academic achievement, such as Experience Corps's AmeriCorps program, can prevent the need for more intensive, cost-prohibitive interventions later on.

b) Solution

Since 2001, Experience Corps has demonstrated the effectiveness of engaging older adults as AmeriCorps members. (Experience Corps was a project of Civic Ventures until 2008 when it became an independent organization). With over 10,000 Americans reaching the age of sixty every day, older

Narratives

adults represent a powerful and expansive human resource. Older adults are seeking ways to engage in community solutions and AmeriCorps provides them with the opportunity, training, support, and "esprit de corps" to do so. Experience Corps works in partnership with its subgrantees to provide meaningful service that is changing the lives of members and the students, schools, and communities they serve.

Based on Experience Corps's research-based, proven intervention, AmeriCorps members will be engaged in one-to-one and small group tutoring of elementary school students; mentoring students who need additional support from a caring, committed adult; and providing classroom assistance. In accordance with Experience Corps's national standards, each student receives, at a minimum, 35 literacy tutoring sessions per academic year. Depending on the subgrantee, members commit to a minimum of 10 to 15 hours of service per week. The majority of each member's time will be dedicated to tutoring with the remaining time dedicated to mentoring and providing classroom support.

Members will also participate in recruiting and community outreach activities.

Experience Corps is requesting a total of 734 members, 468 QT and 266 MT. In order to effectively recruit and retain older adults, it is important to have the flexibility quarter and minimum time slots provide. Older adults often have caregiver responsibilities and/or their own health concerns that may prevent them from committing to a more time-intensive service opportunity.

AmeriCorps members bring critical capacity to each local community and school in which they serve. By providing direct literacy and mentoring intervention, members allow each subgrantee to serve more children than would otherwise be possible. Members boost the resources that schools have available thereby increasing the individualized attention that each student receives. The program also builds the capacity of local communities by helping hundreds of older adults become more actively engaged and financially stable.

Members are assigned to serve as tutors in the one-to-one and small group intervention model,

Narratives

designed in conjunction with the needs of individual service sites (schools) and members' interests and skills, which are determined in the application and screening process. All subgrantees sign an annual subgrant agreement with Experience Corps that includes a list of prohibited service activities and requires compliance with the Corporation's rule with respect to these activities. Subgrantees include the discussion of prohibited activities in pre-service training for all members and service sites. Each member signs an agreement that lists the activities and requires compliance with the rules. All of our proposed subgrantees have several years of experience with AmeriCorps and are well-versed in the rules of allowable service activities. Experience Corps's national grants management team supports compliance through technical assistance and monitoring.

c) AmeriCorps Member Selection, Training, and Supervision

Recruitment: Experience Corps subgrantees follow established procedures for recruitment and screening of members that have proven successful since we began an AmeriCorps program in 2001. Recruitment efforts are focused on engaging a majority of members from within the communities to be served. Subgrantees utilize community partners such as faith-based organizations, community associations, public housing resident associations, AARP, and others to conduct community outreach. For example, our Baltimore City affiliate uses a multifaceted outreach approach that includes electronic and print media ads in senior housing, senior centers, active adult communities, and community organizations.

Word-of-mouth and personal outreach by current members have proven to be highly effective recruitment strategies. As such, our veteran subgrantees support and encourage personal outreach by members to their own networks. A significant number of new members say they joined the program because a current member approached them personally. To support local member recruiting efforts, Experience Corps's national team produces high-quality recruitment materials and helps each subgrantee customize them for their local community. We also produce and manage online content

Narratives

for customized use by each site. Collectively, we emphasize the opportunity for members to transfer their educational awards to a family member, a key incentive for older adults who have already completed their education.

Through these efforts, Experience Corps has been able to recruit a very diverse corps that reflects the communities we serve. For example, In Boston over 70% of members live in our service communities and most live within a one mile radius of their service sites. Our corps is 68% African American, 28% White, and 84% female serving a student population that is 61% African American, 21% Latino, and 12% White. Our corps in Arizona, California, and Oregon are somewhat more racially diverse than our corps as a whole and leveraged volunteers who do not receive a living allowance tend to be more diverse than our AmeriCorps members.

Once a community member has expressed interest in the program and filled out an application, subgrantees conduct a basic eligibility screening including the requirement that potential members possess a high school diploma or GED to serve. Potential members are screened for their propensity to participate in a school-based literacy program and are required to submit to a mandatory criminal background check (National Sex Offender Public Registry, state criminal background check, and FBI background check) and in some cases a mental health screening and reading/math competency test (depending on the requirements of the LEA). Potential members are also asked to provide personal or professional references.

Orientation and Training: Subgrantees provide a breadth of training opportunities, designed to prepare members for service in an elementary school setting, ensure a quality experience for members and outcomes for students, and support strong member retention. Once selected for the program, members receive an average of 25 hours of pre- and in-service training that covers: orientation to AmeriCorps and national service; Experience Corps's mission and programs; policies, procedures, and paperwork required; basic training in child development and early learning; academic enrichment

Narratives

including the five components of literacy; tools for behavior management in one-on-one and group settings; working with English Language Learners; communicating with teachers and school staff; and team-building. Members are recognized at a ceremony before they begin service in most sites. Once members have been placed in a school, subgrantees also provide additional orientation specific to the school community including behavior policies, a tour of the facility, and an introduction to teachers and staff. All subgrantees provide each member with a handbook for easy reference during their term of service.

Pre-service training is supplemented by monthly in-service training as well as ongoing coaching at service sites. In-service training enables members to assist students in reaching grade level proficiency in reading, aligned with the standards set by their LEAs. In-service training may also focus on working in teams, spotting signs of abuse, supporting children who are grieving, and other timely topics. In 2009-10, 97% of our members had good or excellent understanding of basic tutoring and mentoring strategies, as determined through member reviews.

Supervision: Subgrantees use a combination of staff positions to provide members with effective supervision. These positions include program directors and/or program coordinators, school liaisons/site coordinators, and team leaders. All subgrantees have a program director or coordinator whose responsibilities include ensuring that members and volunteers receive adequate onsite supervision and support, maintaining regular contact with personnel at each site, and completing member performance reviews twice a year. At each service site, members are lead by a team leader or site coordinator who runs monthly meetings, oversees timesheets, answers questions, and serves as a liaison between members and school staff and who provide additional support at each site. Members' service is also overseen by a teacher or reading support specialist on a regular basis. In 2009-10, 98% of members were satisfied with supervision, as reported through member reviews.

Twice per year, subgrantees conduct a performance review for each member. The evaluations provide

Narratives

the member with an opportunity to receive feedback about the effectiveness of their service and develop their volunteer skills. Check-ins allow members to discuss any challenges or problems they are having and to develop plans to address them. On a monthly basis, staff lead team meetings at each service site to answer questions, address issues and check in with members about their progress. Program staff meets regularly to share program successes, challenges, and solutions.

Subgrantees also use some or all of the following documents to track members and student progress; information gathered is used to make adjustments in supervision and provide additional training, as needed:

*One-to-one Impact Report - Teachers complete this form for each 1:1 tutored child when a child enters and exits the tutoring relationship (generally beginning and end of school year). A pre and post form, it captures student info, reason for referral, and level of pre and post academic performance, academic attitude, social skills, self-esteem and reading progress.

*Classroom Assistance Survey -- Teachers complete at year-end. This captures activities the AmeriCorps member helped with, the impact on teacher's ability to provide individual attention to students, improvements in student behavior, learning and overall learning environment.

*Member Progress Review -- Members receive 2 performance reviews a year, at mid-year and in June. Members are evaluated by the site coordinator or staff, with input from school staff.

*Annual Member Satisfaction Survey -- Members complete a survey at year-end on feelings of social connectedness, usefulness to the community, and satisfaction with the amount/content of training and effectiveness of supervision.

*Activity Logs and Time Sheets -- Members maintain logs detailing their service with students. It records time spent together, activities conducted each session, and challenges and successes of each session. Logs are reviewed by staff to ensure service hours and guidelines are being met.

Working within Experience Corps's national service delivery standards, each subgrantee develops

Narratives

innovations in their local program to support the unique training, supervision, and need for support among their members. For example, our Philadelphia subgrantee is creating a Member Advisory Council to provide a stronger voice for members and provide additional opportunities for leadership within the program.

d) Outcome: Performance Measures

Experience Corps's programmatic goals are to increase academic performance in reading among participating students, addressing the achievement gap before it widens, giving our youngest students the tools they need to be successful in school and in their communities. Experience Corps is opting into the Corporation's National Performance Measures Pilot. As a tutoring program under the Education Focus Area, we will be measuring the following:

- *The number of students who start in an AmeriCorps education program.
- *The number of students who complete participation in an AmeriCorps education program; and
- *The number of students with improved academic performance, including on-time course completion.

As previously noted, an independent study of the Experience Corps program performed by Washington University School and Mathematica Policy Research demonstrated that students who work with Experience Corps tutors for a single school year experience more than 60 percent greater gains in two critical literacy skills--sounding out new words and reading comprehension--compared to similar students who were not served. Our proposed program design will replicate the design of the study, which was statistically significant. Thus we will have the greatest probability for achieving the same results at all of our subgrantee operating sites. We will align our program with the curriculum of the school or LEA; train our volunteers in the five components of reading which makes the intervention highly adaptable to individual students' needs; replicate the dosage level of tutoring--2 times a week for at least 35 sessions; provide feedback to tutors via member performance reviews; and, incorporate teacher feedback to improve the quality of our program. The pre- and post

Narratives

standardized assessments that we use to measure student progress are approved by the school in which it is being administered and grade-level appropriate.

The following standardized tests will be used by our 8 subgrantees: DIBELS, SRI, Open Court Reading Benchmarks, Pre-LAS-Esp, Developmental Reading Assessment, Gates MacGinitie, Writing and Reading Assessment Profile, Fountas and Pinnell Benchmark Assessment, BRI, Stanford 10.

To the extent possible, we will convert scores of the standardized tests to standard scores for comparison. We will investigate the relationship between tests to determine the extent to which they can be compared statistically and will do a test-by-test comparison of the content of the tests to gain expert judgment of their comparability. Note: Younger grade children (typically grades K and 1) are usually not tested with standardized tests so we will focus on testing children in grades 2 and higher. The tests will be examined for what they measure, i.e. how they focus on the constructs of beginning reading, thus, establishing significant face validity. Independent research studies confirm the predictive validity of certain beginning reading constructs (e.g. phonemic awareness) or the extent in which achievement in those areas predict future comprehension ability. We believe that the results of both individual standardized assessment tools and comparative data where possible, we will be able to demonstrate statistically significant results for improved academic performance.

e) Volunteer Generation

All of Experience Corps's AmeriCorps operating sites generate volunteers to leverage members' service. In Baltimore City, our subgrantee has developed a traditional volunteer program of Encore volunteers who want to serve but are unable to meet the minimum weekly service requirement. In Portland, volunteers from RSVP provide additional support. The Bay Area works with Foster Grandparents, RSVP, and VISTA. These volunteers work in the same schools as members, receive the same screening and trainings, but serve for fewer hours and do not receive a living allowance. Volunteers also provide important service for events, from the Martin Luther King Jr. Day of Service to AmeriCorps Week. In

Narratives

total, we estimate that these volunteers will provide over 62,000 hours of service to elementary school children during the 2011-12 school year alone.

f) Partnerships and Collaboration

Each subgrantee works in collaboration with local partners to maximize outreach and recruitment efforts; leverage volunteers; work collaboratively on days of service and other community events; and support members and the students they serve. Partnerships vary from community to community and include partner schools; PTAs; RSVP, VISTA, and Foster Grandparents; other AmeriCorps programs i.e. CityYear; resident associations; YMCAs; and myriad other community-based organizations.

g) Sustainability

Experience Corps, in partnership with its subgrantee, is developing a plan for sustainability of the program without federal support. This plan will build private investment from individual donors and foundations; develop an Adopt-A-School model, which will appeal to corporate donors; and secure funding from local LEAs who have witnessed the impact and cost-effectiveness of the model and are willing to pay for it on a per student or per school basis. Undoubtedly, support from the Corporation has allowed Experience Corps to grow its AmeriCorps program at a healthy pace over the last ten years. We are very mindful of the need to diversify funding for the program and are increasing our portion of the match over time as required.

Looking at future fundraising efforts, Experience Corps is seeing increased interest and funding opportunities for the program. As our research findings further validate the program model, funders are becoming more deeply engaged in investing in the program. Unlike programs that affect a single demographic, Experience Corps has the ability to tap into diverse funding streams in the areas of health, aging, community development, research and evaluation, among others. This opens up numerous opportunities to seek funds from foundations, corporations, and individuals with diverse interests and funding priorities.

Narratives

h) Tutoring Programs Only

At a minimum, all prospective members must possess a high school diploma or GED and the skills necessary to tutor and mentor elementary school children; they must pass all screening requirements established in accordance with Experience Corps national office, CNCS, their LEA; and be willing to commit to a minimum number of hours of service.

All tutoring follows Experience Corp's curriculum, based on the five components of reading, which has been proven effective by two large-scale, random controlled studies by Washington University and Johns Hopkins University. Each subgrantee works to align the Experience Corps curriculum with the standards of its LEA. As described above, members work under the supervision of teachers and literacy specialists in each school.

As part of pre and in-service training, members gain specific knowledge and skills about early literacy development, the five key components of reading as identified by National Institute of Child Health and Development and the Secretary of Education, how to read with children and help them develop reading strategies, and how to develop a learning plan and daily lesson plans for students. A reading specialist or other school staff typically provides training related to literacy development and the key components of reading. Further customized training at each site ensures that members are able to provide instruction that is faithful to the model and effective in achieving student results. Experience Corps's national team reviews each local project's curriculum and training plans and recommends improvements or modifications.

Organizational Capability

a) Organizational Background

Experience Corps is the lead applicant. Direct service is provided on the ground in partnership with 8 local subgrantees in 13 LEAs. Primary and secondary contacts for the application are: Amy Zandarski-Pica, Director of Programs; and Christina New-Watling, Senior Program Manager.

Narratives

Experience Corps has successfully competed for and been awarded several large federal grants. We have been a recipient of AmeriCorps National Direct funding since 2001 and we are the largest national direct grantee of AmeriCorps targeted for adults age 55+. The most recent AmeriCorps grant enabled Experience Corps to serve nearly 11,000 children each year in 130 urban public schools and neighborhood organizations across 14 high-need communities. Last year, through this grant, 798 classrooms were provided assistance from members. Ninety-three percent of teachers surveyed reported that they were "satisfied" with the member's ability to help address student's learning needs. Seventy-six percent of teachers reported that the member had a "strong impact" on providing them with extra time to assist students who were struggling academically. Fifty-seven percent of students had good or excellent motivation to learn as a result of having an Experience Corps tutor. Forty-nine percent of tutored students reached "good" or "excellent" attainment of grade level benchmarks. Experience Corps received a \$2.7 million grant from the Department of Justice in 2009 to support academic youth mentoring. Fewer than ten organizations nationwide received an award. This grant is enabling five affiliates (in Boston, Cleveland, New York, San Francisco, and Tucson) to improve the academic performance and close the achievement gap for high-risk youth (ages 5-11) while decreasing truancy and reducing high-risk behaviors. We will serve over 3,000 students over three years.

Experience raising funds to support service activities: Experience Corps has a very successful track record in securing resources to support national and local operations and is building a sustainable funding model that includes national foundations, federal and other public support from multiple agencies, corporate partnerships, and individual donors. Experience Corps has demonstrated fundraising success at both the local and national levels. The national office raises over \$3.5 million annually through contributions from national foundations, corporations, federal agencies, and individuals. At the local level, our 15 Affiliates raise an additional \$12 million combined each year

Narratives

from local funding sources. Taken together, Experience Corps has demonstrated the capacity to raise over \$15 million each year. This has included multi-year, multi-million dollar investments from funders such as: Atlantic Philanthropies, Robert Wood Johnson Foundation, Noyce Foundation, Deerbrook Trust, and others. At the local level, subgrantees have secured funding from local foundations, local corporate offices, through community-based events, and by reaching out to local individual donors. The national office provides on-going technical assistance to subgrantees in the areas of fundraising, proposal writing, and communications and is building its capacity to help affiliates broker funding relationships, develop strong fundraising plans, and monitor resource development goals and benchmarks across the network.

Experience Corps's ability to recruit and retain a viable corps of older adults is key to sustaining the program. A consistent, reliable volunteer base, Experience Corps members tend to stay involved for years. Our retention rate is over 80% and many of our members have served for seven years or more. To increase the number of members serving in schools, Experience Corps has established a working partnership with AARP, which has over 40 million members and has pledged support with recruiting volunteers.

Our AmeriCorps program is in direct service of Experience Corps's core mission and is integrated seamlessly into our overarching program. AmeriCorps members serve side by side with other Experience Corps volunteers, creating a broad network of older adults serving together. All volunteers receive the same orientation, training, support, and recognition. The primary difference between AmeriCorps volunteers and others is that AmeriCorps members generally serve more hours and receive a living allowance.

Management structure and how board/staff support program: Our most critical partners are our local subgrantees and their host agencies, which are strong anchors for the program. Affiliates are supported by the efforts of our national board of directors and national office staff. In 2003,

Narratives

Experience Corps launched its national headquarters in Washington, DC sponsored by its original parent, Civic Ventures. This office has guided organizational growth, creating operational standards, building a cohesive organizational identity, supporting the network of local affiliates, and sharing promising practices with a field of colleagues interested in older adults' roles in civic engagement, national service, and community leadership. In 2008, Civic Ventures' Board of Directors decided to create Experience Corps as a separate non-profit organization so that it could be singularly dedicated to its distinct mission. In January 2009, Experience Corps hired its own full-time CEO, Lester Strong. The organization is now governed by an independent board of distinguished educators, business and foundation executives, and non-profit sector leaders. Reporting directly to the CEO, the Experience Corps senior management team is comprised of professionals with extensive non-profit work experience in the fields of education, policy, and social work. The senior team is responsible for guiding the strategic growth of the organization and for ensuring that the goals of the AmeriCorps program are met.

b) Staffing

Amy Zandarski-Pica, Director of Programs, provides primary oversight of our AmeriCorps grant. She has spent the last decade focused on building community capacity through direct service, advocacy, and partnership development. Since 2005, Ms. Zandarski-Pica has been responsible for program quality assurance and compliance, including technical assistance and grants management; performance measurement and evaluation; and affiliate growth and program expansion. Ms. Zandarski-Pica holds a master's degree in Social Work from the University of Maryland-Baltimore with a concentration in Management and Community Organization. She completed graduate fieldwork in program management and policy development at the U.S. Department of Housing and Urban Development's Office of Special Needs Assistance. Under her supervision, the day-to-day

Narratives

technical assistance, monitoring, and compliance for the AmeriCorps grant is carried out by the Senior Program Manager, Christina New-Watling. Ms. New-Watling has been a member of our grants management team for 3 years and she supervises Program Officer, Joanna Wald. Ms. Wald began working for Experience Corps in August 2010 and has been trained on AmeriCorps provisions, regulations, and management, and will continue to assist Ms. New-Watling in providing training, technical assistance and oversight for our 2011-2012 AmeriCorps sub-grantees.

The Chief Financial Officer is Ron Mezo. He creates organizational policies and procedures required by the AmeriCorps grant with a particular focus on compliance with OMB circulars. Additionally, he supervises Michele Deadwyler, the Grants Accountant. Ms. Deadwyler's primary responsibility is tracking the expenditures and the distribution of federal funds including AmeriCorps. She also conducts on-site compliance reviews of sub-grantees. Patrice Gerideau, Training Manager, was brought on board in September 2009 and has provided training and specialized technical assistance on topics such as mentoring, child development, literacy, and best practice sharing among our sub-grantees. Research and Evaluations Manager, Gail Kutner, joined the Experience Corps team in January 2010. During this grant year, Ms. Kutner has assisted in the collection of AmeriCorps data and has created statistical and narrative reports for each subgrantee. She has also provided training and technical assistance focused on evaluation, data collection, and performance measures.

Plan for providing financial and program orientation, training and t/a, and monitoring program compliance to subgrantees: Through its experience with large federal grants, Experience Corps has developed the expertise to manage a breadth of member, budget, and program data accurately and efficiently. Proper controls have been developed and systematized throughout the program and accounting departments to avoid duplication of cost allocations and member activities for the varying grant programs. To this end, Experience Corps received high marks from the AmeriCorps Senior

Narratives

Grants Officer in the last monitoring report. The auditor commented, "Individuals responsible for the use of federal grant funds were knowledgeable regarding the organization's systems ... and exhibited a sincere concern for compliance with federal grant requirements. The organization has a high, appropriate level of involvement with the sub-awardees including oversight and monitoring. Subawardee training is focused on appropriate risks and compliance."

Experience Corps has developed a continuum of training and technical assistance for its subgrantees that ensures high standards in the areas of program implementation, budget development and financial management, member supervision, fundraising, and evaluation. As noted above, we have a Research and Evaluation Manager who monitors progress for subgrantees on a regular basis. In addition, subgrantees meet in person twice each year for additional training and to share best practices.

c) Multi-sites only - extent to which you consulted with state commissions:

Experience Corps developed and implemented a very thorough collaboration and consultation process with the State Commissions of each state in which we operate an AmeriCorps program including Arizona, Maryland, Massachusetts, Minnesota, California, Oregon, Pennsylvania, and Washington, DC. The consultation requirement allowed us to build a new culture of communication, and a more formal relationship between our National Direct program and the commissions. We view this partnership as an essential component of running a high quality AmeriCorps program.

During the 2011 grant period, Experience Corps plans to operate its AmeriCorps program in 7 states and the District of Columbia. In October 2010, an introductory email was sent out by the Senior Program Manager. In response to this email, each State Commission representative let us know its requirements for collaboration and all required the completion of a consultation form. The forms were similar with minor variations. For each form, we provided our proposed 2011 AmeriCorps project

Narratives

information, including the number of AmeriCorps slots for each state, the total budget request within each state, as well as the number and cost per MSY. We also outlined our AmeriCorps/Experience Corps program focus, primary service activities, and our proposed primary outcome targets. We included an overview of our proposed service sites within each state. We utilized the "Skills and Resources to Share" section of the consultation form to offer to share our knowledge of completing the external evaluation required by the Corporation after three years of being a grant recipient.

Per the instructions of each State Commission, the consultation forms were then emailed or faxed to the appropriate office. The D.C. State Commission office requested an additional informational phone call, which took place on January 10, 2010. No further information was requested after the call. We anticipate that all state commissions will be supportive of our application. Experience Corps looks forward to continuing the collaborative work between our AmeriCorps National Direct program and the State Commission offices.

d) Multi-site only -- describe process for selecting sites and ensuring they have adequate program and sustainability

Experience Corps issued an RFP to its entire network of affiliates in October of 2010. Eight affiliates submitted in-depth proposals describing their proposed programs, progress under past AmeriCorps funding, program effectiveness, effective use of volunteers, plans for sustainability and staffing, and effective management structure. The RFP included the AmeriCorps regulations for quality, innovation, sustainability, quality of leadership, past performance and community involvement, program models, program activities, and efforts to support distressed communities.

A panel of Experience Corps staff and one outside reviewer read the proposals and asked several affiliates for clarifications. All responses were reviewed and the panel agreed that all of the programs had made sound proposals that warranted inclusion in the application. Next, affiliates submitted draft

Narratives

budgets, which were vetted by program staff and Experience Corps's finance team, lead by the CFO. This process helped to ensure that programs have in place a realistic plan for sustainability and for meeting the 46% match requirement. The staff determined that each affiliate has a solid plan for sustainability that reflects the local funding environment in which they operate. These plans include support from local foundations, corporations, and individuals; United Way; and, in some cases, support from their LEA.

Current or previous program and funding relationships with subgrantees: Experience Corps has implemented an AmeriCorps program since 2001 (as a special project of Civic Ventures until 2008 and as an independent organization thereafter). All of the sites included in this application have been part of Experience Corp's network of AmeriCorps subgrantees. Each of these subgrantees is an Experience Corps affiliate and has entered into a formal agreement regarding standards of practice, fundraising, program management, and performance measurement. Experience Corps's national office raises funds to support its operations and pursues national funding opportunities that can benefit its affiliates such as AmeriCorps. Each affiliate raises funds at the local level to support their own operations, with support and training from the national office.

e) Current grantees only

Enrollment: Upon analysis of each subgrantee's slot usage over the last full year of program operation (09-10), we filled a total of 452 slots of the 534 slots awarded, yielding an 84.6% fill rate for our program. This is an increase from the 81% fill rate from the previous grant year. These numbers will increase drastically in the 10-11 grant year, as the passing of the Serve America Act rules allows members to return for third and fourth terms and many volunteers have expressed interest in the ability to pass the Segal Education Award to their children and grandchildren. We dedicated a session at our subgrantee meeting to recruiting strategies and best practice sharing and all of our sub-grantees have developed recruitment plans to increase the quantity and quality of volunteers being recruited as

Narratives

AmeriCorps members. Additionally we are continually monitoring E-grants to ensure slots are being filled in a timely fashion, providing technical assistance when necessary, and sending out reports to sub-grantees to make them aware of their fill rate. We believe that this increased attention to fill-rates in E-grants, the sub-grantees' recruitment plans, and the Serve America Act, our fill rate in the 10-11 grant year will be significantly higher.

Retention: Retention can be a challenge with older adults. Health care and family care constraints are the two biggest factors impacting retention and enrollment. Our retention rate for the 09-10 grant year was 81.2%. We attribute this success to our sub-grantees' new push to impress upon all applicants and new recruits the importance of tutoring throughout the program year. In addition to continuing this practice, to further increase our retention rate, sub-grantees have instituted practices such as encouraging new applicants to shadow a current volunteer or attend a training session so they are familiar with the program and the commitment involved before they become members. We believe that these steps will push our retention rate closer to 100%.

As people age, it becomes more difficult to recover from health setbacks and manage caregiver and other responsibilities. In response, our subgrantees incorporate wellness activities for members and provide a supportive network of team members. Subgrantees take this part of their work very seriously and have developed their own innovative approaches to supporting members' well-being. For example, our Boston site piloted a series of health and wellness workshops and trainings in 2009-10, called The Healthy Aging Initiative. The initiative was created in direct response to the Washington University evaluation, which showed that Experience Corps volunteers experience dramatic improvement in mental and physical health and report a statistically significant decrease in functional limitations. These strong health benefits are another key reason why volunteers enjoy serving with us year after year.

Cost per MSY: Experience Corps's cost per MSY is \$13,236, an increase from last year's MSY of

Narratives

\$12,974. Our MSY has increased because we are expanding the number of members, all of whom will receive a living allowance. The additional slots will require expanded infrastructure to support our proven program.

f) Special Circumstances: Experience Corps subgrantees serve communities with high poverty rates, as described in the problem statement.

Cost Effectiveness and Budget Adequacy

a) Cost effectiveness: Experience Corp's total request to the Corporation is \$2,383,913. Experience Corps and its subgrantees are providing a 47% match of \$2,143,043. With the combination of minimum and quarter time slots requested, Experience Corps will increase the number of members providing service, with a cost per MSY of \$13,236. With at least 350,000 hours of service projected to be provided by AmeriCorps and leveraged volunteers, this translates into \$6.81/service hour covered by federal funds. This represents a highly cost effective approach to provide a proven literacy intervention to hundreds of high-need students.

Experience Corps is supported by national private foundations including The Noyce Foundation, The Deebrook Trust, The Niles Foundation, Wachovia, and individual donors. Our national development team is working to raise additional funds from a number of other national foundations and corporations and is building a more robust individual donor program.

Our subgrantees each have secured a diverse array of non-federal funds, both in-cash and in-kind.

For example, our Boston subgrantee has developed multiple funding streams including strong foundation partnerships, accessing Supplemental Educational Services funds, and increasing earned income from 2% to 15% of its budget. In the Bay Area, our subgrantee has secured \$110,000 from one LEA and substantial grants from local foundations.

b) Current grantees, extent to which you are increasing your share of costs, proposing deeper impact or broader reach: Experience Corps is increasing its share of costs from 42% to 47%. This represents a

Narratives

significant increase and reflects our commitment to decreasing reliance on the Corporation and building sustainability at the local and national levels. At the same time, we are also increasing the number of AmeriCorps members in our network and expanding our reach to new schools in some sites. For example, our Portland subgrantee plans to expand from ten to twelve schools; and the Bay Area plans to expand beyond its current roster of 23 schools. In Tucson, new AmeriCorps members will allow the subgrantee to serve a larger number of students with one-to-one assistance. Baltimore, which has a waiting list of schools who want the program, plans to add two additional schools in 2001.

c) Special circumstances: Experience Corps serves many communities with a high cost of living. In order to help members offset the costs of service, primarily transportation, we provide a living allowance to all members, although this is not required. We know that this approach increases costs but the living allowance is an important incentive for engaging a diverse corps that reflects the communities we serve.

Our members are most interested in serving in minimum time or quarter time slots. This requires that we engage more members to meet service needs than if we had full-time members. Managing more members increases our management and training costs. Furthermore, Experience Corps absorbs the costs of managing volunteers at our service sites, hiring and training our own site coordinators instead of relying on school personnel. We feel this is the best structure for implementing our evidence-based model and providing the appropriate level of training and support our members need.

d) Budget adequacy: At the national and local level, the most significant program cost is staffing. We ensure that local staffing is sufficient for both direct support for member activities and support for maintaining member records and other auditable documents. At the national level, staffing ensures monitoring and evaluation of outcomes at the local level, training and technical assistance in program implementation, evaluation, financial management, and member support. It also allows the national

Narratives

office to provide subgrantees with marketing and communications support.

Evaluation Summary or Plan

Experience Corps has a long-standing commitment to research and evaluation. Since its inception as a five-site demonstration project in 1995, through its launch as an independent national organization serving nearly two dozen communities across the country, Experience Corps's intervention has been made available for rigorous independent assessment. The organization has effectively used outside research findings to continuously improve the model. In addition to the Washington University study previously described, a multidisciplinary team at Johns Hopkins University has studied the program model and its implementation in Baltimore for more than ten years. Findings have been published in the Journal of Urban Health and presented at numerous conferences. Experience Corps's expansion and its impact have been studied by Public/Private Ventures, American Institutes for Research, and Policy Studies Associates. The research studies affirm the program's impact on student achievement; affirm that teachers and principals welcome the program in their schools; explore the program's ability to replicate and capacity to grow; and describe positive effects on school climate and social behavior. These outside evaluations meet the requirements described in AmeriCorps Regulations Section 2522.710. Experience Corps has submitted its evaluation report to the Corporation by email as requested.

Amendment Justification

N/A

Clarification Summary

Programmatic Clarification Items:

1. Please explain the roles of team leaders at each service site. Are these individuals' members or staff?

Narratives

Team leaders at service sites are made up of Experience Corps volunteers and AmeriCorps members. Under no circumstance do team leaders act in a staff capacity, nor do they supervise other volunteers or members. Team leaders engage in professional development activities such as trainings and weekly/monthly meetings, they also provide peer guidance and support to members and school staff. Additional responsibilities include peer mentoring and coaching members, conflict resolution, engaging in member development activities, and providing suggestions around best practices and program improvement.

2. The application states that children in Grades K and 1 will not be assessed with standardized tests. Please explain whether these students are counted in the ED5 performance target. If so, explain how achievement will be measured for these students and confirm that methodologies meet requirements for rigor as outlined in the NOFO background document. If not, explain how the program measures impact on these students.

Students in Grades K and 1 will be assessed with standardized tests and therefore, we are counting them in the ED5 performance target. Their achievements will be measured using the same standardized tests as in Grades 2 and 3; these tests and a description of "improved academic performance," is described in the performance measures section.

3. The application states that the primary difference between AmeriCorps members and volunteers serving in the program is that members serve more hours and earn an education award. Please explain how AmeriCorps adds value to the program and why AmeriCorps members are a particularly effective way to address the needs outlined in the proposal.

Narratives

AmeriCorps members add value to our program by building the capacity of each local community and school in which they serve. By providing Experience Corps's direct literacy and mentoring intervention, AmeriCorps members serve more children than would otherwise be possible, narrowing the gap for those that might fall through the cracks. Furthermore, our AmeriCorps members make a more substantial weekly volunteer commitment than our leveraged volunteers, creating consistency and reliability for the students and schools we serve. Our AmeriCorps members are a reflection of the communities in which we serve, and are role models for the next generation of national service volunteers. Additionally, the strength of our AmeriCorps program has allowed us to leverage private dollars and create partnerships to ensure the stability and sustainability of our program.

4. The Executive Summary referenced a specific number of AmeriCorps members. Please revise the Executive Summary by removing the number of proposed AmeriCorps members.

Please see our answer in the Application Summary Field

5. Criminal history checks must be conducted on all members, employees or other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant, regardless of whether these costs are coming from federal or non-federal share. Criminal history background checks include a search of statewide criminal history repositories and the National Sex Offender Public Website for all members and employees as described above. An FBI check is also required for members, employees or other individuals with recurring access to vulnerable populations.

A detailed description of the requirements can be found at:

<http://www.nationalservicerresources.org/criminal-history>.

- Please verify that criminal history checks will be conducted on all members, employees and other

Narratives

individuals as described above. You may revise the budget to include these costs, if necessary but may not exceed the level of funding for which you are under consideration.

- Please verify that the criminal history checks conducted for members and staff will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

Criminal History background checks, including the Statewide criminal history check, National Sex Offender Public Registry, and the FBI fingerprint check, will be conducted on all of our AmeriCorps members, appropriate employees, and other individuals as outline by the Corporation. Statewide criminal history checks, National Sex Offender Public Registry, and the FBI fingerprint check will be conducted on all members and staff with recurring access to vulnerable populations.

Performance Measure Clarification Items:

1. Please review all your performance measures and determine if any changes are needed to reflect the funding and MSY amount specified above. If any changes are needed, please make the changes in the performance measures in eGrants.

These changes have been made in the performance measures screens.

2. Please explain why the target value for ED2 is only 8,400 when the target value for ED1 is 14,000 students.

As we indicated in the performance measures screens, the revised number of students projected to

Narratives

enroll in the program is 8,700 (ED 1), while the number of students we anticipate successfully completing the program is 5,220 (ED 2). Our projection that 60% of the students who enroll will successfully complete the program (1:1 - 35 sessions; small group tutoring - students who complete the school year in the same class) is based on current program data. We attribute the attrition rate to the high mobilization of the low-income high needs students that we serve and scheduling conflicts that sometimes occur in the school environment.

3. The target for ED5 is based on "Students who complete the program at schools where a standardized test can be administered." How many students are expected to complete the program at schools where a standardized test can be administered? How will the program measure impacts on students for whom standardized testing is not possible?

All of the students we serve will receive a pre and post standardized assessment.

4. The target value for ED5 should be the actual number of students expected to demonstrate improved academic achievement. Please revise the target value.

These changes were made in the performance measures screens.

5. Please define improved academic performance. Also explain how your measure for ED 5 was determined to be sufficient for improved academic performance.

Basic Reading Inventory (BRI)- Students in 2nd and 3rd grade will improve between 1.5 to 2.0 reading levels. Students in Kindergarten and 1st grade will be expected to improve between .5 and 1.0

Narratives

reading levels.

Developmental Reading Assessment (DRA)- Students will improve half a grade level on the DRA assessment scale.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- Kindergarten and 1st Grade students will move from intensive to strategic or strategic to benchmark on the DIBELS rating system. 2nd & 3rd Graders will reach benchmark and/or achieve adequate growth. Adequate growth is defined as an increase of 46 words per minute for second grade and 33 words per minute in third grade.

Experience Corps Pre- and Post- Assessments- Students reading level will advance by half a grade level or more as assessed by their teachers. Developed by Cooc, N.; Pechman, E. Policy Studies Associates. 2008.

Fountas & Pinnell - Students will improve half a grade level on the Fountas & Pinnell Benchmark Assessment scale.

MONDO Bookshop- Students will improve half a grade level on the Mondo bookshop scale.

Benchmark Assessment Test: Students performance will increase one level on a five point scale (Basic, Moving to Proficiency, Proficiency, Moving to Advanced and Advanced.)

As a literacy program that focuses on interventions for under-performing students in low-income schools, our measures for ED 5 were chosen to assess the effectiveness of our intervention.

Narratives

Assessments were chosen by the respective school districts to specifically evaluate students progress in reading.

Clarifications May 9, 2011

1. Please provide justification for having the project director at the DC site included on the budget when the project directors from other sites are not included.

The Experience Corps Washington, DC project site is owned and operated directly by Experience Corps national office (the parent organization for the grant). All other EC project directors are employees of our individual subgrantee organizations. Therefore, the project director at the DC site is included in the budget, while the others are rolled up into the "Other Program Operating Costs, Subgrants Program Operating Costs" section of our budget.

2. The Experience Corps Pre- and Post- Assessments developed by Cooc, N; Pechman, E. Policy Studies Associates is listed as one of the intermediate outcome's instruments. Please provide additional information about this instrument regarding its reliability and validity in measuring the academic performance.

Many of the service locations where we propose to have an AmeriCorps program in the 2011-2012 program year are able to provide us with individual test scores from standardized, externally validated pre- and post- tests that meet the rigor defined in the 2011-2012 AmeriCorps National Direct Notice of

Narratives

Funding. However, some of the districts in which our sub-grantees operate will not allow outside organizations access to individual student assessment data. They will also not allow community organizations operating in their schools to administer standardized tests.

As an alternative, the Experience Corps Pre- and Post- Assessments were developed by Cooc and Pechman at Policy Studies Associates in 2008 to help us capture the results of our reading intervention. We will only use this assessment in schools where they will not allow us access to the standardized tests results administered by the school. The questions on these assessments are valid because they were developed by experts to assess improved reading level performance by students served by Experience Corps. The findings from the assessments, collected over our last 3 program years, have demonstrated external validity as we implemented our tutoring and mentoring program in both in-class and afterschool settings across multiple school districts. The reliability of the assessment has been proven through consistent and statistically significant findings over multiple years on a large sample size.

3. In your response to performance measure clarification item #5, you stated that students reading level will advance by half a grade level or more on the BRI . Please explain the significance of half a grade reading level increase.

Basic Reading Inventory (BRI): Students in 2nd and 3rd grade will improve between 1.5 to 2.0 reading levels on the BRI scale. Students in Kindergarten and 1st grade will be expected to improve between .5 and 1.0 reading levels on the BRI scale. The BRI scale is significant because it measures students' progress in reading.

Narratives

4. Please ensure that all instruments used for the performance measures are rigorous and meet the criteria as specified in the NOFO.

All instruments used for the performance measures are rigorous and meet the criteria specified in the NOFO.

Programmatic Clarification Item May 26, 2011:

1. In your application and response, Experience Corps explained that for the Basic Reading Inventory (BRI): Students in 2nd and 3rd grade will improve between 1.5 to 2.0 reading level on the BRI scale. Students in Kindergarten and 1st grade will be expected to improve between 0.5 and 1.0 reading levels on the BRI scale. Please explain the reason and significance that Kindergarten and 1st grade student will only improve between 0.5 and 1.0 compared to the 2nd and 3rd grade students whose reading level will improve between 1.5 to 2.0.

RESPONSE: Because the students we serve in kindergarten and first grade are not able to read and often do not possess knowledge of even the most basic components of reading (e.g.- many of them cannot identify the letters of the alphabet), a gain of .5 to 1.0, as defined in the BRI assessment scale, is a significant indication of a student's improved academic performance. The second and third graders we serve are also reading below grade level, however, they typically can identify the alphabet and the sounds of the letters at the beginning of the year. Because they have this base knowledge, they are expected to excel at a faster rate on the BRI scale- their reading level advances faster, thus,

Narratives

improved academic performance on the BRI reading levels scale is expected to be defined at 1.5 to 2.0 reading levels.

Budget Clarification Item August 8, 2011:

The Experience Corps Philadelphia project site is owned and operated directly by the Experience Corps national office (the parent organization for the grant). Unlike all other EC sites that are operated under separate "host agencies" and whose staff are employees of those agencies, our Philadelphia project staff are direct employees of EC. Therefore, all project and staff costs associated with Philadelphia are included in our parent budget, while our other project site operating costs are rolled up into the "Other Program Operating Costs, Subgrants Program Operating Costs" section of our budget. The costs associated with the Philadelphia Branch have been removed from Section I - Subgrants, and detailed in other line items of Sections I and III of the budget.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None c Geographic Focus - Rural
 Geographic Focus - Urban Encore Program

Priority Areas

- | | | | |
|---|-------------------------------------|--|--------------------------|
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> | <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Education | | <input type="checkbox"/> Healthy Futures | |
| <i>Selected for National Measure</i> | <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Veterans and Military Families | | <input type="checkbox"/> Other | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Disaster Services | | | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | | |

Grand Total of all MSYs entered for all Priority Areas 135.03

Service Categories

Tutoring and Child (Elementary) Literacy

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

The Experience Corps tutoring program will operate in 100 urban public schools and neighborhood organizations in eight cities across the country. Experience Corps's AmeriCorps sub-grantees target schools with a significant number of low-income students, which is measured by the number of students qualifying for free/reduced meal program. Before establishing the Experience Corps program at a school, the principal will sign a memorandum of understanding with the sub-grantee that establishes principal and teacher expectations. This document includes an agreement for the school to refer underperforming students to the program and allows tutors to serve in underperforming classrooms via referral forms. Thus, based on the number of schools we will be serving and the number of students referred to us in the past, we will be able to tutor the targeted number of students.

Result: Intermediate Outcome

Result.

Students who complete the program will demonstrate improved academic performance.

Indicator: (PRIORITY) ED5: Students with improved academic performance.

Target :Of the students who complete the program, 3132 (60%) of students will demonstrate improved academic performance.

Target Value: 3132

Instruments: Basic Reading Inventory (BRI), Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Experience Corps Pre- and Post- Assessments developed by Developed by Cooc, N.; Pechman, E. Policy Studies Associates. 2008. , Fountas & Pinnell, MONDO Bookshop, Benchmark Assessment Test

PM Statement: Students who complete the program will demonstrate improved academic performance. Of the students who complete the program, 3132 (60%) of students will demonstrate improved academic performance.

Result: Output

Result.

Students who enter the program will successfully receive the adequate dosage needed to show improved academic performance (1:1 - 35 sessions; small group tutoring - students who remain in the class for the entire school year).

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target :5,220 students who enter the program will successfully receive the adequate dosage needed to show improved academic performance (1:1 - 35 sessions; small group tutoring - students who remain in the class for the entire school year).

Target Value: 5220

Instruments: Student session logs at service sites; teacher survey twice a year. At the end of the program we will be able to count the number of students who entered the program and successfully received the

National Performance Measures

Result.

adequate dosage needed to show improved academic performance (1:1 - 35 sessions; small group tutoring - students who remain in the class for the entire school year).

PM Statement: Students who enter the program will successfully receive the adequate dosage for improved academic performance (1:1 - 35 sessions; classroom assistance - students who remain in the class for the entire school year) 5220 students will complete the program.

Result: Output

Result.

Members will provide academic support to students throughout the school year.

Indicator: ED1: Students who start in an AC ED program.

Target :8,700 students will receive academic support.

Target Value: 8700

Instruments: Memoranda of understanding, student referral forms, student session logs at service sites; teacher surveys twice a year.

PM Statement: Members will provide academic support (one-on-one and small group tutoring) to students throughout the school year. 8700 students will receive academic support.

Subapplicants

<u>ID</u>	<u>Organization</u>	<u>Amount Requested</u>	<u>Amount Approved</u>	<u># FTEs Requested</u>	<u># FTEs Approved</u>	<u>Status</u>
Totals:		\$0	\$0	0.00	0.00	

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable